

ENHANCING COMMUNICATION AND ENGAGEMENT: THE IMPLEMENTATION OF NON-VERBAL COMMUNICATION IN ANGKLUNG EXTRACURRICULAR ACTIVITIES FOR DEAF STUDENTS AT CICENDO STATE SPECIAL SCHOOL (SLBN) IN BANDUNG CITY

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ABSTRACT

This study investigates the efficacy Animated Style as a part of non-verbal communication, utilized by Angklung Extracurricular Teachers for Deaf Students at Cicendo State Special School (SLBN) in Bandung City. Qualitative methods, including interviews and observation, the research involved purposive sampling of five informants. Triangulation and member checking ensured data validity. The analysis revealed that teachers employ nonverbal communication such as sign language, body gestures, eye contact, and facial expressions to engage with deaf students during extracurricular activities. For instance, teachers use eye contact, hand gestures, and facial expressions to regain students' attention. The study concludes that teachers adopt three communication styles: dominant for managing situations, animated for nonverbal interaction with deaf students, and attentive for motivating them during Angklung sessions. This research sheds light on effective teaching strategies for deaf students in extracurricular settings.

Keywords: Angklung extracurricular, Deaf students, Animated Style, Nonverbal communication, Communication styles

INTRODUCTION

Education is a basic need for every human being without exception, including those who have limited abilities or well known as disabilities (Damayanti, 2015). Whether recognized or not, Children with Special Needs (ABK) were historically known as Extraordinary Children (ALB) so that their education was also known as extraordinary education (Fauzian, Kania, & Elan, 2023). The existence of special schools with various levels can of course provide opportunities for all children with special needs to receive an education like children in general. In this way, the aim of developing a child's cognitive, affective and psychomotor aspects can be achieved well.

As stated in the 1945 Constitution, Article 31 paragraph (1) states that every citizen has the right to education. This article mandates that all citizens, including children with disabilities, have the right to education. This is also supported by Law no. 20 of 2003 Article 32 (1) which states that special education is education for students who have a level of difficulty in following the learning process due to physical, emotional, mental, social disorders, and/or have the potential for special intelligence and talents.

The existence of special schools with various levels can of course provide opportunities for all children with special needs to receive an education like children in general. In this way, the aim of developing a child's cognitive, affective and psychomotor aspects can be achieved well.

Hearing impairment experienced by deaf students will have an impact on the linguistic, intelligence, emotional – social and personality aspects of the deaf student. The limited ability of deaf students to form, understand and own words makes it difficult for them to interact and communicate which has an impact on the emotional and social development of deaf children. Deaf students are unique individuals. Each individual has a different character. With the potential they have, of course when they are developed they will achieve a harmonious life so that they are able to interact with their environment, whether at home, school or in the community. They can also express their interests and talents through art.

Arts education is one part of the Merdeka curriculum and is a mandatory subject in schools, from elementary school to high school/vocational school. The inclusion of this subject aims to ensure that children not only use the left hemisphere of the brain, but also the right brain. With this balance in the learning process, it is hoped that a generation will be produced that has broad knowledge of science and technology, adequate faith and high character. Thus, arts education in schools is a vehicle for students to develop talents and creativity through sound (music), movement (dance) and color.

Outside of formal learning hours, there are also extracurricular activities which are additional activities aimed at gaining additional knowledge, skills and insight and helping to shape the character of students according to their individual interests and talents. These activities are still listed in the program according to the school's circumstances and needs, and are specifically designed to suit the interests and talents of students, such as in the arts.

The existence of these extracurricular activities will certainly help students develop their talents and express themselves. However, students limitations will experience difficulties in choosing the field of art that will be used as a tool for self-development and self-expression.

According to the Big Indonesian Dictionary (KBBI), music is the science or art of arranging tones or sounds in sequences, combinations and temporal relationships to produce compositions (sounds) that have unity and continuity. Music is divided into three types, namely traditional music, modern music and contemporary music.

Traditional music is a type of music that has been passed down from generation to generation from our ancestors while maintaining its originality. Traditional music also still uses traditional musical instruments to create certain tones. Many traditional musical instruments are still preserved today, one of which is the angklung musical instrument.

Angklung can be played by anyone from children to adults. As it develops, the angklung musical instrument is often played by everyone, even children with special needs have also started playing the angklung musical instrument. Deaf students can do many artistic activities, especially those that only involve physical and visual

activities, such as in the field of music in playing angklung which can be developed optimally with appropriate training and delivery for deaf students. Therefore, the role of the teacher in delivering the angklung extracurricular is very important so that it can be understood by deaf students who take part in the angklung extracurricular.

The Cicendo State Special School (SLBN) in Bandung City has 9 extracurriculars, including extracurriculars for angklung, dancing, badminton, comic strips, painting, dance, table tennis, and also long jump/athletics. The angklung extracurricular is one of the extracurriculars at the Cicendo State Special School (SLBN) Bandung City which often appears at various events. This activity has been around since the 1980s, but there have been ups and downs regarding this extracurricular activity, especially due to the Covid-19 pandemic.

Because SLBN Cicendo students are deaf students, of course they cannot hear, but they can still play the angklung musical instrument in rhythm according to the song. With the limitations they have, of course how to play angklung they have to use several people so they can form harmony with each other. So that when playing the angklung musical instrument they can be in sync with each other and also with the musical accompaniment, they use two conductors whose job is to guide the deaf students. Each conductor is tasked with making the angklung players sound their angklung according to the tune of the song. The hand gestures from the conductors will be received by deaf students as instructions for when they should sound the angklung and when they should be silent.

METHODOLOGY

This research employs a qualitative approach with descriptive studies to investigate the Animated Style of Angklung Extracurricular Teachers for Deaf Students at the Cicendo State Special School (SLBN) in Bandung City. The qualitative methodology is chosen to allow for an in-depth exploration of the phenomenon, focusing primarily on observations and interviews. The research design involves the selection of key informants and supporting informants to gather relevant insights.

Key informants are crucial individuals who possess in-depth knowledge and experience related to the research topic. In this study, the key informants are extracurricular Angklung teachers at SLBN Cicendo, Bandung City, who play a central role in guiding and instructing deaf students in Angklung sessions. Supporting informants include the principal of SLBN Cicendo, Bandung City, and deaf students participating in the Angklung extracurricular program. These individuals offer additional perspectives and contextual understanding of the research topic.

Purposive sampling is employed to select data sources based on specific criteria relevant to the research objectives. This particular consideration, for example, is the person who is considered to know best about what we expect, or perhaps he is the authority so it will make it easier for the researcher to explore the object/social situation being studied (Sugiyono, 2017). Key informants are chosen based on their expertise and direct involvement in the Angklung extracurricular program, ensuring a comprehensive exploration of the Animated Style implementation. This sampling technique allows researchers to target individuals who can provide valuable insights into the phenomenon under investigation. The following is a table of key informants in this research:

Table 1: Key Informants

Name	Role
Dedeh Rohayati, M.Pd	Angklung Extracurricular Teacher
Retno Sulandari Fitriani, S.Pd	Angklung Extracurricular Teacher

Source: author's work, 2023.

Table 1 provides crucial information regarding the key informants involved in this research, highlighting the pivotal role of two extracurricular Angklung musical instrument teachers at SLBN Cicendo, Dedeh Rohayati, and Retno Sulandari Fitriani. Their selection as key informants is significant due to their central role in guiding and training all deaf students participating in the Angklung extracurricular program. Dedeh Rohayati and Retno Sulandari Fitriani's expertise and dedication are evident in their intensive instruction methods, which begin with teaching basic notes and addressing challenges such as students' difficulties in following tempo cues. Their firsthand experiences offer valuable insights into the complexities of teaching Angklung to deaf students and the specific strategies employed to overcome learning obstacles. By focusing on these key informants, the research gains a comprehensive understanding of the instructional approaches utilized in the Angklung extracurricular program and the effectiveness of these methods in enhancing students' musical proficiency and overall engagement. The inclusion of Dedeh Rohayati and Retno Sulandari Fitriani's perspectives enriches the discussion by providing nuanced insights into the teaching dynamics and instructional challenges encountered within the extracurricular setting, ultimately contributing to the broader conversation on inclusive education for individuals with hearing impairments.

Table 2: Supporting Informants

Name	Role
Yan Ramadhan Gahinsah	Angklung Extracurricular Teacher (Music Accompaniment)
Feidy Assami	Deaf students who take part in extracurricular angklung
Mochamad Febian Rivano	Deaf students who take part in extracurricular angklung

Source: author's work, 2023.

Table 2 provides valuable insights into the support structure of this research, highlighting the involvement of three supporting informants. Among them, Yan, as an extracurricular Angklung teacher, plays a pivotal role in offering firsthand experience and expertise in implementing the Animated Style for deaf students. His perspectives shed light on the practical challenges and successes encountered during Angklung sessions. Additionally, the inclusion of Feidy and Mochamad Febian as supporting informants from student representatives who actively participate in extracurricular Angklung at SLBN Cicendo, Bandung, enriches the discussion by offering unique student perspectives. Their insights provide invaluable feedback on the effectiveness of the Animated Style from the learners' standpoint, further enhancing the comprehensiveness of the research findings. By incorporating diverse perspectives from both teachers and students, this study fosters a holistic understanding of the challenges and opportunities associated with employing nonverbal communication techniques in extracurricular settings for deaf students. The collaboration between teachers, students, and researchers underscores the importance of inclusive research practices and the collective effort required to address the multifaceted needs of individuals with hearing impairments in educational settings.

In this research, a multifaceted approach is adopted, incorporating both literature study and field study techniques to thoroughly investigate the Animated Style of Angklung Extracurricular Teachers for Deaf Students at the Cicendo State Special School (SLBN) in Bandung City. The methodologies employed are categorized into two main streams: (1) Literature Study: Extensive review of existing literature on teaching methodologies for deaf students and nonverbal communication strategies establishes a robust theoretical framework and contextual understanding of the research topic; (2) Field Study: This encompasses various key methodologies, including observation, interviews, and documentation; (3) Observation: Researchers directly observe Angklung extracurricular sessions, providing firsthand insights into how teachers implement the Animated Style and interact with deaf students; (4) Interviews:

Structured interviews are conducted with key informants, such as extracurricular Angklung teachers, the school principal, and participating deaf students. These interviews aim to extract comprehensive perspectives on the efficacy of the Animated Style and the challenges encountered in its implementation; (5) Documentation: Pertinent documents, such as instructional materials, curriculum guidelines, and student performance records, are collected and analyzed to complement observational and interview data.

To ensure data validity, tests such as Triangulation and Membercheck are employed. Triangulation involves comparing and analyzing data from multiple sources to corroborate findings, while Membercheck entails reviewing preliminary findings with participants to confirm accuracy and relevance.

DISCUSSION

Deaf children's communication activity is nuanced by a number of features that are related to age and the social situation of development - communicative interaction with peers and communication with adults, taking place against the background of an increased desire for autonomy, on the one hand, and the need for emotional support, on the other (Georgieva & Valchev, 2020). Due to limits or a lack of auditive component, individuals of Deaf culture employ various communication mechanisms, such as speech, pantomime, facial expressions, and sign language (Šešum & Isaković, 2021). Sensorineural hearing loss is defined as a reduced sensitivity to sound caused by abnormalities or injury to the sensitive sensory cells of the inner ear or the nerves that supply them (Hash, 2003). Obstacles in communication will cause the communication process to become ineffective, demonstrating that carrying out a communication is difficult, particularly when conveying information or messages. Communication must be transmitted successfully to the recipient (Umah et al., 2024).

Based on the results of the researcher's interview discussing Animated Style, two factors were found, namely:

1. Nonverbal Communication in the Implementation of Extracurricular Angklung

In implementing extracurricular activities, extracurricular teachers carry out nonverbal communication in several types, such as:

a. Body gestures / Body movements

Body gestures/body movements are most often used when using nonverbal communication. Gestures are a kind of nonverbal communication. Gestures are typically employed to illustrate, emphasize, indicate, explain, or interrupt verbal communication, hence they cannot be separated from it (Kelmaganbetova et al., 2023). This can influence the results of interactions between extracurricular angklung teachers and deaf students who take extracurricular angklung. Regarding this, the key informant, Mrs. Dedeh, explained how gestures/body movements are used in the implementation of extracurricular angklung:

"Of course we use body gestures, because apart from using gestures for the angklung notes, of course our gestures also follow the sound of the song." (Mrs Dedeh, Research Interview, 28 July 2023)

Meanwhile, according to the second key informant, Mrs. Retno said that:

"Apart from total communication, we also use body gestures or body movements to clarify what is being said." (Mrs Retno, Research Interview, 28 July 2023)

Questions regarding the use of body gestures during the implementation of extracurricular angklung were also asked to supporting informants. According to the first supporting informant, Bang Yan said that:

"Of course we use body gestures, such as when inviting children to practice, I definitely use body gestures that show that I am inviting them." (Bang Yan, Research Interview, August 1, 2023)

According to the second supporting informant, Feidy said that:

"Yes, teachers use body movements during extracurricular angklung, such as when telling us to sound the angklung musical instrument." (Feidy, Research Interview, August 1, 2023)

According to the third supporting informant, Bian said that:

"Yes, the teacher uses body movements during extracurricular angklung to play the angklung musical instrument." (Bian, Research Interview, August 8, 2023)

After getting answers regarding body gestures in communicating with extracurricular angklung teachers, it shows that body gestures are often made by teachers during extracurricular angklung implementation.

b. Facial expressions

When communicating, facial expressions are the first thing that will be seen even before hearing what the other person is going to say. This can influence the results of interactions between extracurricular angklung teachers and deaf students who take extracurricular angklung. Regarding this, the first key informant, Mrs. Dedeh, explained facial expressions as follows:

"Of course, use facial expressions too, because so far children don't know what they are showing so they are confused about why people watching sometimes cry when they see their performance. But because they were told that it was a sad song and they understood the song, they were able to understand the song and even cried, like mother's song." (Mrs Dedeh, Research Interview, 28 July 2023)

According to the second key informant, Mrs. Retno said that:

"We also of course use facial expressions, for example when reprimanding us we definitely use facial expressions too so that children understand that they are being reprimanded." (Mrs Retno, Research Interview, 28 July 2023)

Questions related to facial expressions were also asked to supporting informants. According to the first supporting informant, Bang Yan said that:

"Yes, it is important to have facial expressions, for example to show your child's disappointment because they were joking during practice. Or I also express when I feel happy and proud after the children perform at practice." (Bang Yan, Research Interview, August 1, 2023)

Meanwhile, according to the deaf students who were the second supporting informants, Feidy said that:

"Teachers also use facial expressions, for example when showing feelings of happiness." (Feidy, Research Interview, August 1, 2023)

According to the third supporting informant, Bian said that:

"Teachers use facial expressions like when the teacher is giving an explanation but we still don't understand whether the face is different or the teacher also likes to smile." (Bian, Research Interview, August 8, 2023)

Based on the answers obtained regarding facial expressions in communicating with extracurricular angklung teachers, it shows that facial expressions are also important for teachers when implementing extracurricular angklung so that children can understand when the teacher is showing various emotions towards the teacher.

c. Eye contact

Eye contact can certainly show various emotions in the speaker. Apart from that, eye contact is also needed when talking to the person you are addressing. This can influence the results of interactions between extracurricular angklung teachers and deaf students who take extracurricular angklung. Regarding this, the first key informant, Mrs. Dedeh said that:

"Of course we also use eye contact because again, deaf children cannot hear, so deaf children are very eye-catching children." (Mrs Dedeh, Research Interview, 28 July 2023)

According to the second key informant, Mrs. Retno said that:

"If the child is deaf, there is facial directionality, so of course, if we are focusing on one child or the target of our communication, we will definitely make eye contact." (Mrs Retno, Research Interview, 28 July 2023)

Questions related to eye contact were also asked to supporting informants. According to the first supporting informant, Bang Yan said that:

"Yes, of course we also use eye contact with children when carrying out extracurricular angklung." (Bang Yan, Research Interview, August 1, 2023)

Meanwhile, according to the deaf students who were the second supporting informants, Feidy said that:

"Yes, teachers use eye contact, especially when talking to the target person." (Feidy, Research Interview, August 1, 2023)

According to the third supporting informant, Bian said that:

"The teacher uses eye contact as when talking to us." (Bian, Research Interview, August 8, 2023)

Based on the answers obtained regarding eye contact in communicating with extracurricular angklung teachers, it shows that eye contact is often made by teachers during extracurricular angklung implementation so that the conversation is focused on the deaf students.

d. Sign language

One of the nonverbal communication media is gestures. So signing is an important communication component for deaf students. This can influence the results of interactions between extracurricular angklung teachers and deaf students who take extracurricular angklung. Regarding this, the first key informant, Mrs. Dedeh said that:

"Actually here the learning uses total communication so it doesn't just use sign language. "When carrying out extracurricular angklung, of course they see the conductor using sign language to instruct which angklung to sound according to the notes of the song." (Mrs Dedeh, Research Interview, 28 July 2023)

According to the second key informant, Mrs. Retno said that:

"Actually, during implementation, we still use total communication, so we don't just use sign language because some of the children also understand lip movements. So we use sign language and also keep talking." (Mrs Retno, Research Interview, 28 July 2023)

Questions related to sign language were also asked to supporting informants. According to the first supporting informant, Bang Yan said that:

"Of course we use sign language, because they are deaf, so we use sign language when communicating." (Bang Yan, Research Interview, August 1, 2023)

Based on the answers obtained regarding sign language in communicating with extracurricular angklung teachers, it shows that even though they still use total communication, sign language is very important for teachers when implementing extracurricular angklung because deaf students cannot hear and are very visual in nature so sign language is important.

2. Nonverbal Communication Barriers for Extracurricular Angklung Teachers in Implementing Extracurricular Angklung

In the process of interaction between extracurricular teachers and deaf students who take part in extracurricular angklung, obstacles often occur. Regarding this, the first key informant, Mrs. Dedeh said that:

"obstacles experienced such as when children do not understand what is meant or vice versa." (Mrs Dedeh, Research Interview, 28 July 2023)

According to the second key informant, Mrs. Retno said that:

"Actually, when it comes to language, sometimes there are things that cannot be concreted, whereas deaf children are visual children, where everything can be accepted concretely/must be real. Meanwhile, children sometimes don't understand the words in songs. So we have to be able to simplify the words so that children can understand." (Mrs Retno, Research Interview, 28 July 2023)

Questions related to barriers in the use of nonverbal communication were also asked to supporting informants. According to the first supporting informant, Bang Yan said that:

"Because I'm not a sign language speaker, sometimes the difficulty is that children don't understand. But I still try so that the children can understand what I mean by repetition." (Bang Yan, Research Interview, August 1, 2023)

Meanwhile, according to the deaf students who were the second supporting informants, Feidy said that:

"Nothing, most just confused or misunderstood." (Feidy, Research Interview, August 1, 2023)

According to the third supporting informant, Bian said that:

"Sometimes we don't understand what the teacher is saying, because apart from looking at their hands, we can also understand by looking at their mouths what they are saying. So, if you don't understand, ask to repeat and take it slow." (Bian, Research Interview, August 8, 2023)

Based on the results of interviews regarding non-verbal communication barriers during the implementation of extracurricular activities, there are sometimes obstacles in receiving messages either from extracurricular teachers or from deaf students.

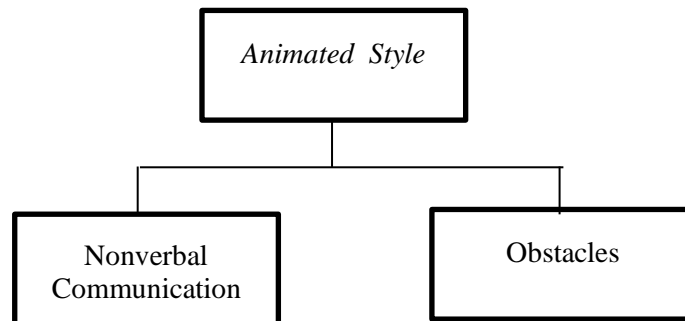


Figure 1 Teacher Animation Style for Deaf Students

Source: author's work, 2023.

Animation style is the style of someone who communicates actively by using non-verbal language when communicating such as sign language, eye contact, facial expressions, gestures and body movements. This is certainly needed for teachers who teach deaf students because deaf students cannot communicate verbally.

1. Nonverbal Communication in the Implementation of Extracurricular Angklung

Nonverbal communication is communication that does not use words. Nonverbal messages such as using gestures. According to Larry A. Samovar and Richard E. Porter in the book *Educational Communication (Application of Communication Theories and Concepts in Learning)* (Nofrion, 2019) say that:

"Nonverbal communication includes all stimuli (except verbal communication stimuli) in carrying out a communication setting produced by individuals and environmental users by individuals that have potential message value for the recipient or sender, whether intentional or not" (Larry A. Samovar and Richard E. Porter Mulyana, 2009, p. 343)

In this research, there are several forms of nonverbal communication used by extracurricular angklung teachers and deaf students who take extracurricular angklung, namely:

a. Body Gestures/Body Movements

Body gestures are nonverbal communication that is often used in the interaction process between teachers and deaf students who take part in the angklung extracurricular at SLBN Cicendo, Bandung City.

Based on the results of interviews and observations, researchers can find out that there is use of body movements/tuuh gestures during the implementation of extracurricular angklung. For example, when the teacher moves his body to the music.

b. Facial expressions

Facial expressions are one of the most frequently used types of communication. When communicating, facial expressions are the first thing that will be seen.

Based on the results of interviews and observations, researchers can find out that there is use of facial expressions during the implementation of extracurricular angklung. For example, when showing an angry expression when a child is not paying attention or a happy and proud expression when a child succeeds in playing the angklung musical instrument according to the notes of the song and also in harmony or when performing at an event.

c. Eye contact

When communicating, of course the teacher will use eye contact with the person he is talking to. Eye contact can certainly show various emotions in the speaker.

Based on the results of interviews and observations, researchers can find out that there is use of eye contact during extracurricular angklung implementation.

For example, when a teacher talks to a child who is losing focus during extracurricular Angklung training, the teacher will look into the child's eyes or the teacher will definitely use eye contact when talking to the Tuanrungu child.

d. Sign language

According to KBBI, sign language is a language that does not use the sounds of human speech or writing in its symbol system. Sign language is a language that uses certain movements as spoken language symbols that combine hand movements and facial expressions. Of course, the use of sign language is often used by deaf people, such as deaf students at SLBN Cicendo, Bandung City. In everyday life and extracurricular activities they always use sign language to communicate with opponents

The talk. Apart from that, the teacher also uses sign language to guide deaf students in sounding the angklung according to the notes of the song they are playing.

2. Nonverbal Communication Barriers for Extracurricular Angklung Teachers in Implementing Extracurricular Angklung

Communication Barriers are all forms of interference that occur in the process of sending and receiving a message from an individual to another individual which is caused by environmental factors or physical factors of the individual. This obstacle also occurred during the implementation of extracurricular angklung at SLBN Cicendo. The obstacles experienced were physical barriers, because deaf students could not hear and did not have much vocabulary, creating obstacles in communication between the teacher and the deaf students. For example, when communicating, sometimes children or teachers do not understand what the person they are talking to means. So they have to repeat themselves or simplify the words so they can be understood.

CONCLUSION AND RECOMMENDATION

The utilization of the Animated Style by extracurricular teachers for deaf students during Angklung sessions relies heavily on nonverbal communication channels like sign language, eye contact, facial expressions, and body gestures. However, despite its potential benefits, this communication style presents challenges for both deaf teachers and students, often leading to misunderstandings. These obstacles highlight the need for further exploration and refinement of teaching methodologies tailored specifically to the unique communication needs of deaf learners. Strategies such as enhanced training for teachers in nonverbal communication techniques and the development of innovative tools or technologies to facilitate clearer communication during extracurricular activities could help address these challenges. Additionally, fostering a supportive and inclusive learning environment where both teachers and students feel comfortable expressing concerns and seeking clarification is essential in overcoming these obstacles and ensuring effective education for all students, regardless of their hearing abilities.

ACKNOWLEDGEMENT

We extend our heartfelt gratitude to the teachers, students, and administrators of Cicendo State Special School (SLBN) in Bandung City for their invaluable collaboration and cooperation throughout this study. Your active participation and insights have significantly enriched our understanding of teaching methodologies tailored for deaf students within extracurricular contexts. We are hopeful that the findings of this study will contribute meaningfully to the advancement of special education practices, fostering a positive impact on the broader field and benefiting educators and students alike.

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